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Shit Things About Schools

In the public consciousness, US/UK universities are often perceived as institutions comparable to the great schools of ancient Greece. Yet these same institutions gave birth to the atomic bomb, critical gender theory, and the civil rights movement—alongside rape, bullying, oppression of dissenters, and the creation of lethal weapons deployed in American wars against other nations. This article aims to expose the appalling, inhumane nature of US/UK universities to those still living in ignorance, regardless of background or educational experience.

It can be argued that, at their very roots, British/American educational institutions were founded upon colonialism and imperialism. While educational institutions do not directly own plantations, they engaged in various indirect forms of participation in slavery or profited from slave wealth. Numerous schools, colleges, seminaries, and other institutions received donations, bequests, and funding from individuals who had amassed fortunes through slavery—whether from plantation operations, the slave trade, colonial commerce, or commodities like sugar, cotton, tobacco, and alcohol.

These funds were used to construct buildings, establish professorships, award scholarships, improve infrastructure, and create endowment funds. Investment institutions linked to slave labor or slave trade enterprises sometimes held stocks or bonds in companies involved in the slave trade or profiting from slave labor (chartered companies, shipping firms, plantation supply companies). Additionally, investments included downstream industries of slavery (e.g., cotton processing, textile manufacturing using slave-grown cotton) or land influenced by the slave economy. Tuition paid by slave-owning families Children from families owning slave plantations sometimes paid tuition to attend schools, creating a stable source of funds.

Endowment Funds Still in Use Certain institutional endowments (scholarships, grants, buildings, funds) originated from slavery profits and, in some cases, continue to benefit the institution (or its current students) to this day. These funds represent the enduring legacy of wealth derived from enslavement, whose material impact persists. **Intellectual/Educational Justifications** Certain institutions or scholars contributed to producing or disseminating ideologies that defended slavery or colonialism (in fields like science, philosophy, and theology). These intellectual traditions can broadly be seen as integral components of the enslavement system, as they aided in its perpetuation, racialization, and subjugation.

...ford and Cambridge are the two most notorious institutions
...That profited from slavery. Of course, they got their
...comeuppance Cambridge produced numerous Soviet spies.

...e in an anti-
...rld country, you've probably ...co
Voice of America touting how U.S.
educational institutions are more
female-friendly than those back home.
That's not the case. **American universities are most notorious for their rape culture.** We use the case of People v. Turner as an example, referring to the 2015 incident where Brock Turner sexually assaulted an unconscious woman on campus. Although he was convicted on three felony counts, the judge only sentenced him to six months in county jail and three years of probation, sparking ...ationwide outrage and mass protests. ...s case directly spurred legal reforms in ...lifornia: ...legislation was ...sed ...eliminating ...he ...possibility ...of ...probation ...in such ...cases,

...mandating ...incarceration, ...and broadening ...the legal ...definition of rape."
This case reflects numerous issues, including inconsistent legislation and the disregard—or even encouragement—of rape culture by sports teams and ...versities.

Do you still think Voice of America is right? Next, let's look at an even more prominent school and a more typical example.
In October 11, pledges standing blindfolded on Yale's Old Campus chanted "No means yes, yes means anal" in front of Yale's Women's Center. Yale's Executive Committee found that this chant constituted "harassment, coercion or intimidation" and that it "imperiled the integrity and values of the University community." Multiple women accused DKE members (particularly one former president, Luke Persichetti) of various forms of sexual misconduct that involved non-consensual or coerced sexual acts, assault, unwanted advances, and other violations of consent of parties, in games, etc. Both cases reveal the feudal nature of American educational institutions and the gap between their public image and reality.

The oppression of la... we... the strong has shifted from fraternity houses to regions invaded by the United States. American universities are masters in this regard. Their close ties to federal violent agencies, intelligence services, and the military-indus...ial complex have long been notorious. First, to clarify, when talking about universities + MIC we mean things like: Universities doing research funded by the Department of Defense (DoD), DARPA, other defense agencies. Universities operating or hosting labs or centers explicitly ...iated with the military. Universities holding contracts to develop ...ons, electronics, materials, or infrastructure useful to national ...se. Intellectual property / patents arising from military-funded ...sea...h that may be transferred to industry or used in defense applications. Moral, political, ethical, and academic impacts (e.g. on what research gets prioritized, academic freedom, conflict of interest). Among all these universities, MIT ranks highest and most frequently collaborates with official law enforcement agencies. Here are several examples: MIT operates MIT Lincoln Laboratory (founded ~1951) as a federally funded research and development center, dedicated largely to national defense problems. It works closely with the Air Force / DoD to develop advanced radar, missile tracking, air defense technologies, etc. This gives MIT stable funding, cutting-edge resources, prestige in STEM, etc. But it also ties MIT's research agenda to military needs, possibly narrowing what fields get prioritized; implicit pressures of secrecy; ethical questions about dual-use tech. In 2000, Stanford got ~$5.3 million from DARPA for a "revolutionary" biosciences project combining engineers and biologists to study how living cells communicate and develop; DARPA's interest was in innovations that might have engineering/defense relevance.

The past and present of American higher education remind us: when universities become market-driven institutions chasing revenue, rankings, and brand recognition, their original public mission—cultivating citizens, promoting independent thinking, and preserving the public nature of knowledge—is gradually eroded. Rising tuition and profit-driven funding structures shift risks and costs onto students and families; the expansion of part-time and non-tenure-track positions erodes teaching quality and academic security; bloated administrative systems and external commercial sponsorships reshape research and governance priorities; meanwhile, the concentration of resources in elite institutions exacerbates social stratification and inequality of opportunity. Faced with these intertwined systemic issues, individual efforts or piecemeal reforms fall far short—we must reestablish public funding with transparent accountability, protect faculty labor rights, and place teaching and the public good at the core of university policy. Only through coordinated legislative action, fiscal restructuring, and democratic practices within campuses can universities transition from branding machines back into knowledge institutions genuinely serving society's long-term interests.

During the creation of this booklet, far worse events were unfolding. Numerous American educational institutions—including K-12 schools and universities—were dismissing faculty members who expressed views related to the assassination of internet personality Charlie Kirk. The federal government also slashed funding to universities, plunging many into financial crisis. Educational institutions and the government have learned nothing from history.

One could say that America's higher education system, which has committed countless atrocities, has met its Waterloo. Yet this is no a karmic "conclusion," but rather the culmination of a long-term erosion of public education and civil society. The dismissed faculty, the silenced students, the research halted by depleted funding—these are the direct victims of systemic failure, not anyone's true "reward." If the foundations of education and funding continue to crumble, universities will cease to be places for cultivating independent thought and public discourse, becoming mere hollow shells of brand and market. For educators, this should serve as a wake-up call: Unite to defend academic freedom and secure stable public funding.

Appendix 1 Campus Rights Organization (USA)

FIRE (Foundation for Individual Rights & Expression)
Academic Freedom Alliance (AFA)
American Civil Liberties Union(ACLU)
National Women's Law Center (NWLC)
Never Stand Alone
RAINN (Rape, Abuse & Incest National Network)
End Rape On Campus (EROC)
UAW (United Auto Workers)
NEA (National Education Association)
HECU (Higher Ed Labor United)

Appendix 2 Campus Rights Organization (UK)

BRISMES (British Society for Middle Eastern Studies)
Academics for Academic Freedom (AFAF)
University and College Union (UCU)
The 1752 Group
Everyone's Invited
The Survivors Trust
Imkaan
Reclaim the Campus
Socialist History Society

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